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ABSTRACT

This report describes a high school/college partnership between DeWitt Clinton High School (New York City) and Middlebury College (Vermont), the purpose of which is to build a bridge between the two school cultures and increase racial understanding and educational opportunity. It is noted that although the program is less than 2 years old, it is working, and argues that such programs are needed in U.S. society where racial frustration and flare-ups on campus are mounting. The report first discusses the educational gap that exists between African Americans and Hispanics in the United States compared to Whites and the growing trend in racism on college campuses. This is followed by a descriptions of DeWitt Clinton High School and Middlebury College that reveal stark contrasts between the two campuses. A background section provides information on the creation of a cooperative program between the schools, followed by a section on the initiatives undertaken such as faculty exchanges, a junior class bus trip, internships, and various programs designed to encourage educational opportunity. The final three sections: (1) outline the various benefits of the collaboration found thus far, (2) examine what collaborations of this type and others need in order to survive and grow, and (3) provide answers to common questions concerning these types of partnerships. (GLR)

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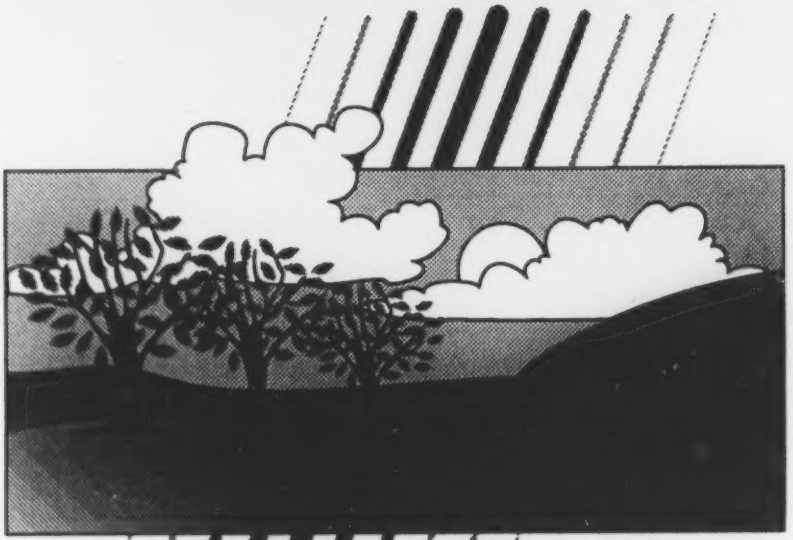

To Share A Dream: The Clinton — Middlebury Partnership

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To Share A Dream:
The Clinton — Middlebury Partnership

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The Partnership is the brainchild of Middlebury's New York Diversity Task Force. For their dedication, I thank Ken Adams, Mindy Chermak, Lee Daniels, Denver Edwards, Cecil Forster Jr., Joan Gordon, Jo-Ann Graham, Pearl Kane, Richard Kobliner, Janet Lipshcultz, Gene Oliver, Anna Panayotou, Mario Pena, Max Rodriguez, Rashid Silvera, Kim Wilson and Bob Youngman. Several of the Task Force members have given selflessly to the Partnership; special thanks to Sabin Streeter, for his commitment extraordinaire.

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Dick Dollase brought the schools together through the Middlebury internship program; Kathy Skubikowski developed computer linkage between writing departments. Judy Liskin-Gasparro and other members of Middlebury's Spanish Department planned and hosted the first faculty workshop with Clinton teachers. Carl Peabody's generous gifts from the College Bookstore left a lasting impression with visiting juniors.

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Finally, thanks to Mario Pena for enabling us to share our story.

"Our kids don't have anything to dream about but their own front stoop."

— Vivian James,
DeWitt Clinton teacher

Introduction

Like the other DeWitt Clinton High School juniors sitting around him, Carlos is apprehensive. After all, there are more people in his apartment building in New York City than in most of Vermont's towns.

As the Greyhound bus meanders through Vermont, Carlos and his 39 classmates daydream. What is college like? Are the people friendly? Will I be comfortable there?

The annual bus trip to Middlebury College is what Clinton Associate Principal Lennie Wechsler calls "a rite of passage." The students spend two days on the college campus—sleeping in dorms, attending classes and meeting students.

This trip is just one way that Middlebury College and DeWitt Clinton High School share students, faculty, and programs. The Partnership between the schools was started to build a bridge between two cultures: urban and rural, high school and college, white students and students of color. By uniting these two very different schools, educators are creating racial awareness and educational opportunity.

Though a five-hour bus drive apart, Middlebury and DeWitt Clinton are working together on several programs. While college professors gain new insights from their experiences teaching high school classes, high school teachers are enriched by contact with university level colleagues. Middlebury students are introduced to urban public education and DeWitt Clinton students are discovering collegiate life.

Although less than two years old, the Partnership is working. It provides a blueprint that can be used by other schools, colleges, corporations and foundations. Following Middlebury's lead, St. Michael's College in Winooski, Vermont, and Williams College in Williamstown, Massachusetts, are setting up their own partnerships with Bronx high schools.

The need for these partnerships is indisputable. Frustration

By uniting these two very different schools, educators are creating racial awareness and educational opportunity.

is mounting for people of color as the national situation worsens. Racial flare-ups on campuses nationwide suggest that the 1990s will be as turbulent as the 1960s, with racial issues instead of the Vietnam War as the decade's burning issue. But "as voices are raised, numbers keep dropping," a perceptive student says. Indeed, African Americans and Hispanics are attending college at lower rates now than in the 1970s.

"Our kids are being denied the American dream at the time when they most need to dream," says one Clinton teacher.

Trying to improve the troubled American education system demands innovative approaches and greater participation from all of us. This monograph describes one approach that is working and challenges schools, colleges, corporations and foundations to join forces. Collaboration allows us to share a dream with our nation's most valuable resource, our youth.

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"Our kids are being denied the American dream at the time when they most need to dream," says one Clinton teacher.

"America is moving backward— not forward— in its effort to achieve the full participation of minority citizens in the life and prosperity of the nation."

— One-Third of a Nation: A Report of the Commission on Minority Participation in Education and American Life

1. National Problem:

Our People Are Getting Less

Education has been the key to the American dream. "The one force that has empowered all our people has been the power of education," concludes *Education That Works: An Action Plan for the Education of Minorities.*

For many African American and Hispanic youths, however, education no longer seems the answer. Says one Hispanic student: "The college opportunity only causes me to feel more frustrated. I'm being given a better view of a widening gulf. Our people are getting less. The government is doing less. I see more poverty now than before."

The educational gap between African Americans and Hispanics in this country and their white counterparts is widening. The deplorable condition of public education in the United States and worsening social inequities have placed the inner-city high school in crisis.

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Myriad reports and studies reveal dramatic decreases in education participation rates for Hispanics and African Americans in the 1980s. A recent report by the American Council on Education and the National Association of Independent Colleges and Universities states: "Black and Hispanic youth are participating in higher education at significantly lower rates than in 1976."

More specifically:

- White youths are three times more likely to graduate from college than either their African American or Hispanic counterparts.
- More African American males between the ages of

18 and 22 are incarcerated in the nation's prisons, on probation or on parole than studying in colleges.

- Low-income Hispanic participation rates in higher education have plummeted from 50 to 35 percent in the last decade.

An equally alarming trend is growing racism on college campuses. In the last five years, 300 colleges and universities have reported incidents of racial harassment or violence, according to the National Institute Against Prejudice and Violence. In 1989 alone, the Justice Department reported racial incidents on 77 campuses, an increase of almost 50 percent over the previous year.

Racial disturbances are occurring at all types of colleges. At Connecticut's Trinity College, a billiard ball was tossed through the window of the African American cultural center, sparking protests throughout the campus. At the University of Mississippi, two members of an all-white fraternity were left naked on the campus of nearby Rust College, a mostly African American school, with "KKK" inscribed on their chests.

Many believe there is a new and even more virulent racism on college campuses. In a recent *USA Today* article, Michael Gordon of Indiana University states: "There's a national tolerance of racism that wasn't around 10 years ago."

Why is racial tension on college campuses growing? Some white students believe that students of color are getting more than their share of the educational largesse— an increasingly larger piece of the financial aid pie and more preferential treatment in admissions. In response to affirmative action efforts, some students are joining white supremacy groups on campuses across the country. Other white students respond with more subtle racism.

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Some students blame those receiving financial aid for contributing to escalating college costs (many of the most selective schools now charge more than $20,000 a year). Decreasing federal support for financial aid and tightening college budgets have forced institutions to make difficult choices about expenditures. At Middlebury, for example, 80 percent of the African American and Hispanic students receive aid from the College, compared to 30 percent of the white students.

Conflicting views of the present situation exacerbate tensions. On many campuses, students of color are being told by well meaning faculty and majority students that conditions are improving. Some data, however, indicate otherwise. A recent article in *Harper's Magazine* tells us, "Black students have the highest dropout rate and the lowest grade point

average of any group in American colleges."

"When one group doesn't see a problem and the other group does, that creates tension," says Dean, an African American who recently graduated from Middlebury.

Not surprisingly, the rhetoric on college campuses today is more likely to be militant Malcolm X and Louis Farahakan than the conciliatory Martin Luther King Jr. Says one African American student: "Patience and politeness don't work, and I don't know what does."

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"The principle of educational partnership is to engage diverse constituents to improve the quality of learning."

— Theodore Gross,
Educational Partnerships

2. Partners:

The Nightmares and The Dreams

Enrolling as many as 13,000 students, DeWitt Clinton became one of the world's most prestigious all-male high schools.

Middlebury College is set in rural Vermont, surrounded by rolling pastures, forested mountains and glacial lakes. DeWitt Clinton High School is set in New York City's streets, where asphalt sidewalks, red brick tenements and concrete playgrounds make up the urban landscape. While Vermont is the whitest state in the union, Clinton's Bronx neighborhood is predominantly African American and Hispanic. The differences between these two schools begin with these descriptions, but there are common denominators as well; both schools share not only a forward vision, but a rich past.

DeWitt Clinton first opened its doors in 1897. By the 1930s, shortly after moving to its current site at Mosholu Parkway, the school was flourishing. Enrolling as many as 13,000 students, DeWitt Clinton became one of the world's most prestigious all-male high schools. Until the early 1970s, DeWitt Clinton served the children of immigrants— Jews, Italians, Irish and blacks, many of whom brought glory to their school. Illustrious alumni fill the pages of "Who's Who": author James Baldwin, playwright Neil Simon, actor Burt Lancaster, song writer Richard Rogers, fashion designer Ralph Lauren, professional athletes Eddie Lopat and Nate Archibald, scholar Mortimer Adler and noted defense attorney William Kunstler.

"In the late 60s and early 70s, the borough changed and so did Clinton," says Clinton Principal David Fuchs. *The New York Sunday News Magazine* describes what Fuchs encountered: "He watched the former academic glory of the school fade as the Bronx slipped into poverty and families of the

middle-class students who had made up the school retreated to the suburbs. SAT scores fell, attendance dropped, the dropout rate increased, violent incidents rose and the list of distinguished graduates tapered off."

By the 1980s, DeWitt Clinton had the worst reputation in the borough. When in 1983 the school hit an enrollment low of 1,800 students, DeWitt Clinton, the last all-male hold out in the city, opened its doors to girls. Fuchs describes this move as the beginning of "the climb back." DeWitt Clinton is now the second largest school in New York, attracting students from across the city.

But DeWitt Clinton, in the words of one Middlebury student, "encompasses the nightmares and dreams of public education. Those who do homework often do it to the sound of gunfire on the streets. Some students succeed but far too many fail."

"Those who do homework often do it to the sound of gunfire on the streets. Some students succeed but far too many fail."

Sixty percent of Clinton students come from families that receive public assistance, and 60 percent are from single parent homes. The attendance rate is 80 percent. Going to school is not always popular, and not always easy. Middlebury student Katherine Martin discusses a student she tutored at DeWitt Clinton: "It takes Melvin approximately two hours— excluding the time used waiting for his train and bus— to get to school every day."

But the school has become a peaceful island for many of its students. Unlike the streets outside, the halls within are clean and orderly. Middlebury student Jamida Orange, who spent three weeks as a teaching intern at DeWitt Clinton, recognizes the significance of DeWitt Clinton's cleanliness: "The environment in which a student learns is just as important as the text books he or she uses to learn with." At Junior High School 80 in the Bronx, where the Middlebury interns spent a week, garbage piles up in classrooms, graffiti covers the walls and students roam the hallways during class periods. Intern Mike Lane notes the contrast between the kids at JHS 80 and the more controlled Clinton students: "Students at DeWitt Clinton either pay attention, sleep, or stare out the window, but there is no running around."

Unlike the streets outside, the halls within are clean and orderly.

Many of the teachers here are experienced and overworked. There are 225 teachers for Clinton's 3,400 students, and a typical day includes five classes of over 30 students each. Half of the teachers have spent more than 20 years at DeWitt Clinton; one-fourth will retire within two years.

Some Clinton teachers are "burned out," their positions ensured by unions. Says Middlebury intern Jamaida Orange, "Some teachers don't seem to care what happens to their students anymore. If a teacher treats a child like he is worthless,

"In 35 years, I've never had a kid come to me saying a teacher doesn't like me because I'm black or Hispanic."

then he will respond with that type of mentality."

Intern Katherine Martin also recognizes the effect of burned out teachers on Clinton's students. "In a computer class, I heard a teacher tell a student, 'No, dummy, you're doing it wrong,'" Martin says. "What kind of self-esteem is that instructor giving her student?"

Although many of the newer faculty members are African American or Hispanic, only 30 percent of Clinton teachers are non-whites. Yet, 42 percent of the students are African American and 57 percent Hispanic. Still, Fuchs describes DeWitt Clinton as a "color-blind school. In 35 years, I've never had a kid come to me saying a teacher doesn't like me because I'm black or Hispanic."

David Fuchs has spent more than three decades at DeWitt Clinton, as a history teacher, guidance counselor and, for the last 20 years, as principal. His daily schedule might include talking with the press about a drug-dealing teacher, comforting the mother of a murdered son, advising a pregnant senior on strategies to graduate and roaming the halls to greet faculty and students.

Despite the difficult tasks they confront each day, many teachers are enthusiastic and work hard for their students. Katherine Martin remarks on one teacher's innovative approach to lessons, saying, he "sincerely wants the best for his students." Middlebury Professor Eric Davis said the faculty he met at DeWitt Clinton "weren't the clock-punching 'go by the union book' type one sometimes reads about." Intern Olivia Wolf says there are "some driven and hopeful people at Clinton who are making changes despite the great odds against them."

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Almost 300 miles north of DeWitt Clinton is the Middlebury College campus. Founded in 1800, the College developed from a regional school for "promising young men" into one of the nation's most selective small liberal arts colleges, with a reputation for particularly strong programs in foreign languages.

The first graduates of the College studied for careers in law and the ministry. Electives did not become part of the curriculum until 1881, when a choice between French and calculus was offered to second-year students. The College was one of the first in New England to admit women, turning coeducational in 1883.

Today, Middlebury's 2,000 students come from 48 states and 38 countries; the student-faculty ratio is 12:1. Nearly half

of the students study abroad in their junior year. While on campus they choose courses from 38 major fields; offerings range from "Bedrock Geology of Vermont" to "Philosophy and Feminism."

Most students live on campus. Middlebury's isolated location, says one junior, "can be a plus rather than a minus. Because we're so far from a big city or from other schools, everything focuses on the campus. People aren't leaving every night or every weekend, so there is that much more going on right here— speakers, concerts, parties."

"People here are involved. It could be a geography class or an art project or a Student Government issue," comments Page, a senior. Students can participate in 22 varsity sports and clubs and organizations that focus on everything from community service to amateur theater to politics.

The College's record of racial integration was slow developing. The first African American to graduate from a U.S. college was Middlebury's Alexander Lucius Twilight in 1823. But for the next 150 years, few students of color attended Middlebury. In the early 1960s, there was typically one African American per class. Cecil Forster '64, who attended Middlebury with Ron Brown '62, the National Chairman of the Democratic Party, describes the College in the 1960s: "For our era, we were on the liberal edge. We had blacks enrolled and it was comfortable."

But the times changed, and so did the definition of "comfortable." The death of Martin Luther King Jr. in 1968 ushered in a new era of racial awareness on college campuses. A year later, the College produced the King Report on minorities at Middlebury and geared up its recruitment. Over the next two decades, an average of 20 African American and Hispanic students enrolled in each freshman class, about 13 of whom would graduate.

Today, Middlebury is about 90 percent white, and the typical Middlebury student hails from an upper middle class background. The College has a reputation among some as a school for the wealthy, and some students refer to their school as "Club Midd" without batting an eye. "At Middlebury, it's as though we live in a bubble," says Mike, a senior. "Kids aren't always seeing the realities: homelessness, poverty, abuse. I guess we're sheltered."

Middlebury recently updated and renewed its college-wide commitment to strengthen minority recruitment and retention. A recent study recognizes that, although progress had been made since the 1969 report, "the College is still too 'white' in its aims, attitudes, and behavior." The entering classes of 1989 and 1990 averaged 12 percent African American and Hispanic students.

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Diversification has increased the level of tension on campus. "Middlebury's atmosphere is more highly charged now," says Dean of Students Karl Lindholm. "When there were very few minorities at Middlebury, they were a novelty, and were often reticent. With more students of color here, they are beginning to feel ownership. Now that they feel a sense of belonging here, they are becoming more active and assertive." "As things get better," says Ann Hanson, associate dean of the College, "they don't necessarily get easier."

"As things get better," says Ann Hanson, associate dean of the College, "they don't necessarily get easier."

"In the last few years," says one African American senior, "we've felt empowered. Our voice is being heard."

The College's efforts to enroll minority students are being met with a variety of responses. A recent survey notes that while most majority students believe the College is sincere, many minority students express skepticism.

Says sophomore Jenneth Martin, "The College makes a big effort to bring students of color to Middlebury, but they can't stop there. They need to follow up more once the student is on campus."

Says Karl Lindholm: "The politically appropriate view for a minority student is dissatisfaction with the College's efforts. Although we are improving, our numbers of minorities are still unacceptable." He states an inherent irony in minority recruiting: "The better we do, the higher the levels of dissatisfaction will be."

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The differences between Middlebury and DeWitt Clinton strengthen their relationship. The institutions are so different that their interaction forces students and teachers to re-examine their own values and directions. The differences provide "a jump start to learning," one Clinton teacher says.

"They have different values; they're from a different environment, a different location; everything about them is different. These differences make it such a wonderful affiliation. Otherwise we wouldn't have found each other."

Marlene Buckley, head of DeWitt Clinton's English Department, compares her students to Middlebury's: "They have different values; they're from a different environment, a different location; everything about them is different." It is these differences, she continues, "which make it such a wonderful affiliation. Otherwise we wouldn't have found each other."

"By whatever impulse, these educators have moved to a more encompassing and profound sense of purpose. In every case, this purpose involves broadening opportunities— frontiers of possibility— for students."

— *Frontiers of Possibility:* **Report of the National College Counseling Project**

3. Background:

Image Of The Duck

Vivian James, a tall, energetic woman, teaches English at DeWitt Clinton. Like many Clinton teachers, she is amazed that the Partnership has survived the obstacles of red tape and basic differences between the schools. "How did we ever get started?" she wonders.

The answer to James' question is not simple— Middlebury did not just decide one day to join up with a New York City high school. The College's involvement in several programs prepared the school for this step.

In the early 1980s, the United States was rocked by a series of reports highly critical of the nation's educational system. Beginning with *A Nation At Risk,* published in 1982 by the U.S. Secretary of Education, these studies all called for major educational reform.

In response to these reports, a Middlebury admissions officer joined administrators from two other colleges and a high school and created the National College Counseling Project (NCCP) in September of 1983.

NCCP verified that schools and colleges could share a dream. The three-year, grass-roots effort measured, observed and then described the relationship between school improvement and college counseling in secondary schools. Although many school reform reports focused on the need for better communication throughout the education community, none mentioned college counseling, the existent link between colleges and high schools. College admissions officers interact with high

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school guidance counselors in programs such as school visits, college fairs and candidate evaluation.

The culmination of NCCP's research was a report called *Frontiers of Possibility*, which revealed that family income, parental education and ethnicity are linked to counseling resources and college-going rates. *Frontiers* also praised schools that flourished despite difficult odds. These schools were helping their students find the American dream. For example, Los Angeles' Franklin High School is a predominantly Hispanic school that "has carved out a hopeful future in the face of neighborhood violence and a mentality of defeatism."

NCCP documented how colleges and high schools could work together to play a role in school improvement. This report attracted the attention of the Jesse Ball duPont Fund, which asked two NCCP directors to set up a program to help raise the educational aspirations of students in Gulf County, Florida.

Results were dramatic. At the largest of the two Gulf County high schools, Port Saint Joe, the percentage of graduates going on to college jumped from 30 percent to 82 percent within three years.

Programs were established that educated families on the availability of financial aid, gathered support from community members, involved teachers and introduced students to higher education. Results were dramatic. At the largest of the two Gulf County high schools, Port Saint Joe, the percentage of graduates going on to college jumped from 30 percent to 82 percent within three years.

Two programs that began on the Middlebury campus in the mid-1980s also involve high schools.

Through the Faculty Speakers' Bureau, Middlebury professors travel to high schools to teach classes, give lectures and conduct workshops on subjects from the Bush Presidency to marine biology. Since 1983, 65 different faculty members have spoken at 125 high schools throughout the country.

The Speakers' Bureau and Young Writers' Conference tested Middlebury's ability to deal collaboratively with high schools. Is there campus-wide support for and interest in working with high schools? The answer is "yes."

The New England Young Writers' Conference, modeled after a summer program for writers that Robert Frost founded at Middlebury College, is sponsored by the College and four area high schools. Each May, the Conference brings 220 juniors to Middlebury's Bread Loaf Mountain campus for three days in May.

The Speakers' Bureau and Young Writers' Conference tested Middlebury's ability to deal collaboratively with high schools. Is there campus-wide support for and interest in working with high schools? From Carl Peabody in the Bookstore to Bob Pack of the English Department, the answer is "yes." These collaboratives also provided pre-existing programs that the Middlebury-DeWitt Clinton Partnership could join.

The next step toward the Partnership was the formation of the Minority Advisory Workshop and three regional Diversity Task Forces. Two Minority Advisory Workshops, held in June of 1987 and October 1988, brought to campus 14 educators who work with students of color in community colleges, talent programs and high schools (including Franklin and other NCCP high schools). At the end of their three days on campus, participants recommended steps Middlebury should take to strengthen recruitment and retention programs for students of color. These recommendations, which ranged from hair care services to linkage with townspeople to collaboration with high schools, provided a focus for campus-wide action.

Beginning in the winter of 1988, Middlebury established Diversity Task Forces in New York, Washington, D.C. and Boston. Each Task Force had about a dozen members, half of whom were Middlebury graduates; the other slots were filled by educators who worked with students of color but had no Middlebury connection. The mission of the Task Forces is similar to the workshops: to strengthen retention and recruitment programs for students of color.

Another goal of the Task Forces is to encourage more African American and Hispanic students to attend college. One of the New York Task Force's early recommendations was that Middlebury adopt a New York City high school. (Shortly after the Partnership began, it became clear that "adopt" is a misnomer. This was not to be a patronizing relationship where Middlebury does all the saving and helping, but one where both schools strengthen each other. As one Middlebury faculty member explains, "We adopted DeWitt Clinton, and they adopted us.")

The New York Task Force nominated three schools, based on data gathered from the Superintendent's Office and Board of Education directory and the firsthand knowledge of Task Force members. Richard Kobliner, a Task Force member who is a college counselor at Benjamin Cardozo High School in Queens, nominated his alma mater, DeWitt Clinton.

The Task Force sought a school where there was both need and potential for increasing the number of students attending college. Because of the NCCP and Gulf County experiences, Middlebury already had an understanding of what ingredients might make a successful partner.

Some of the criteria used in choosing the school were: cooperation and vision of the principal; family income and ethnicity of the student population; college placement; attendance figures; intra-school initiatives for improvement; cleanliness of the building; energy and interest of the faculty.

Two Middlebury admissions directors and a Task Force

This was not to be a patronizing relationship where Middlebury does all the saving and helping, but one where both schools strengthen each other. "We adopted DeWitt Clinton, and they adopted us."

Some faculty saw the Bronx as portrayed in Tom Wolfe's Bonfire of the Vanities.

member visited the three nominated schools. The first school they saw was DeWitt Clinton, where principal David Fuchs arranged a meeting with his cabinet of faculty and administrators. Fuchs spoke that morning about Clinton's travail of the early 1980s and the rise of the "new Clinton." In a tour of the school with Fuchs, the three Task Force members witnessed the power of the principal in school reform. "We cry together, we laugh together, we're moving this school together," explained Fuchs as the group walked through hallways.

During this tour, the visiting entourage witnessed an event which symbolized the school Fuchs described. A Peking duck— the mascot of the veterinary training program— waddled along the third floor hallway, pulling a small wooden cart. Wherever the duck went, a sea of students parted, gently protecting the creature. The image of the duck stayed in the minds of the Middlebury visitors as a symbol of the caring people at DeWitt Clinton. Says one Task Force member: "How could we not be attracted to a school where a duck is given right of way in a crowded hall?"

Initial reaction from the Middlebury College community to the idea of a Partnership was mixed; many questioned the benefits and some faculty were fearful. "Will our students be safe down there?" was a common question. Some faculty saw the Bronx as portrayed in Tom Wolfe's *Bonfire of the Vanities:* a dangerous jungle, infested by African Americans who are waiting to destroy the lives of white trespassers. Others believed that Middlebury should concentrate its improvement efforts on nearby rural schools.

DeWitt Clinton had its own apprehensions. Many faculty wondered why this college wanted to become involved with a New York City high school. "It seems like there has to be a hitch. What do they want from us?," thought more than one Clinton faculty member. Would the Middlebury faculty be condescending and disinterested? The students were less aware than faculty about the Partnership, but more than one student wondered about the fit. "I just didn't see how Middlebury would be a comfortable place for me when I first heard about the College," reflects Damon Haynes, now a Middlebury sophomore.

When a *New York Times* headline on February 8, 1989, proclaimed: "Vermont College and a High School in the Bronx Begin to Collaborate," there was no turning back. The Partnership had a momentum of its own.

"The Partnership has invigorated Clinton like a B-12 shot. It sent out a message that is communicated through the entire school: 'Colleges are interested in us.'"

— Phyllis McCabe,
DeWitt Clinton teacher

4. Initiatives:

An Education For Us

On a cold, windswept day in the Bronx, eight Middlebury College faculty members walk up the marble steps, past the Corinthian columns and through the front doors of DeWitt Clinton to begin the first "Middlebury Day." It is February 6, 1989.

They are met by a security guard. "Sign in here. We need a picture I.D.," she demands. Minutes later, as they enter the principal's office, they are warmly greeted by David Fuchs.

"Have a cup of coffee, a bagel," he offers.

When the clock strikes 8:30, the Middlebury professors nervously trudge off with student hosts to several classrooms. In Dan Kaplan's physics class, Professor Bob Prigo explains how Newton's laws can help students swish basketballs. Then, just as the bell rings, with the drama of a drum roll, Prigo applies Newton's laws by breaking four pine boards with his fist to the delight of his physics class. Perhaps it is this moment, accentuated by the laughter and applause of the students, that signals "yes," the partnership can work. Fears about unreachable students and distant faculty vanish.

These eight faculty members return to Middlebury with new images of the inner-city high school. Physics Professor Rich Wolfson recalls the day he spent teaching at Clinton: "I remember walking the halls between classes and peering into classrooms. After all one has heard about chaos in inner-city schools, I was surprised at how quiet it was and how studious-looking each class was. It's been an education for us that things may not be as hopeless as the media make them seem."

"After all one has heard about chaos in inner-city schools, I was surprised at how quiet it was and how studious-looking each class was. It's been an education for us that things may not be as hopeless as the media make them seem."

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This visit was a first step, a test. It allowed both DeWitt Clinton and Middlebury to see whether or not they could— and would— proceed further. "It just clicked," says Ron Nief, Middlebury's Director of Public Affairs. The initial day in the Bronx, according to DeWitt Clinton's Marlene Buckley, "let DeWitt Clinton see that Middlebury faculty weren't condescending and, in turn, let Middlebury see that we had plenty of bright, caring kids and teachers."

The success of the first Middlebury Day won the support of the Middlebury College community. The stereotype of the inner-city school had been broken for many of the visiting faculty. Provost John McCardell, who taught several history classes at DeWitt Clinton, reported to the President's cabinet in glowing terms. A few days later, Middlebury President Olin Robison pledged his support to the Partnership, and that April, Robison and Fuchs officially announced the Partnership's formation at a media-filled ceremony at DeWitt Clinton.

Middlebury Day, when College faculty teach their specialty to Clinton classes of all ability levels, is becoming a Clinton tradition. It is just one of many activities made possible by the Partnership.

FACULTY EXCHANGES: During the first year of the Partnership, faculty from Clinton's foreign language department (one French and 12 Spanish teachers) spent two days at Middlebury, attending classes with Middlebury students, meeting with Middlebury faculty and attending workshops on oral proficiency testing.

Marlene Diaz, Clinton's chair of foreign languages, says: "It did so much to improve the morale of the department. We just don't get a chance to socialize. Even the car pooling to Vermont was special; we had a chance to get away together."

Ms. Diaz described the trip as "a tremendous bonus" for professional reasons. New York high school teachers are preparing their students for a revised Regents Exam, and support with the revised proficiency testing component was particularly useful, she explained.

Other faculty exchanges are being planned. In the fall, members of Clinton's biology and chemistry departments will visit Middlebury.

JUNIOR CLASS BUS TRIP: In May of 1989 and May of 1990, a bus load of Clinton juniors spent two days on the Middlebury campus. The students represent a broad spectrum of interests and abilities, and the visit is designed to help them understand the college option, allowing them to attend classes, sleep in dormitories, and participate in workshops on the college selection process.

Says Phyllis McCabe, director of Clinton's Macy Honors Program: "The trip gets our students out of the Bronx. Many of them haven't even been to Manhattan. Experiencing college life gives the kids a frame of reference; it gives them a history."

"For most kids, the Middlebury visit is their first time away from home ever. It gives them a chance to get away from parental control in a safe environment, to see what the world has to offer them," says Lennie Wechsler, DeWitt Clinton's associate principal.

Seeing Middlebury not only gives Clinton students an idea of college life, but opens their eyes to a world far from their own. Says Clinton teacher Vivian James: "The visit expands the kids' horizons; because of that, it is a true education for them."

"I thought that the people at Middlebury would be very aloof," one junior wrote, "but it was the opposite. People were very friendly." Another "expected the College to be stuffy, but everyone was nice and the atmosphere was terrific." One girl was surprised not to be "showered with lectures. Instead, it made me feel as if I was at home."

The reactions are not all positive, however, because the visit also provides a dose of reality for some students. One Hispanic boy was turned on to the idea of college after the visit to Middlebury, but learned from this experience what he wants in a school: "I'm searching for a small college with ethnic unity." Says Fela, another junior visitor: "I wouldn't want to come to Middlebury. I wouldn't fit in here, and part of college is being able to be who you are and feel okay about it." Without visiting a college, Fela might not have been able to determine the type of school she should look for. One of the goals of the trip is to help Clinton students make better informed college choices.

"I really got to know what a college education would be like," says one junior. "Visiting Middlebury gave me a better idea of what is in store at college. Now I feel I really know what direction I'm going in."

WINTER-TERM INTERNSHIPS: In January of 1990, eleven Middlebury juniors and seniors spent three weeks at DeWitt Clinton as interns, where they were assigned to teachers and given mentoring tasks that ranged from tutoring to practice teaching. The diverse group of Middlebury students included seven graduates of private high schools; three African Americans and one Hispanic; two pre-med students, four future teachers, and one who plans to devote his life to the homeless.

Middlebury senior Mike Lane tutored Maxine 45 minutes a day during his three weeks at DeWitt Clinton. "At first she wouldn't tell me what work she needed to do. She didn't even smile for the first week and a half," Mike says. But Mike

"The trip gets our students out of the Bronx. Many of them haven't even been to Manhattan. Experiencing college life gives the kids a frame of reference; it gives them a history."

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"Teaching these kids means being more supportive and determined than intelligent. You have to stay open-minded."

persevered, and now reflects on Maxine's progress: "Her math teacher told me near the end that Maxine had never made that much improvement before. She took the Regents Exam for the third time and still didn't pass, but she got her best score."

As interns, Middlebury students learn firsthand the trials of teaching in a public school system. "Teaching these kids means being more supportive and determined than intelligent," says Mark Cooper. "You have to stay open-minded."

Contact with Clinton students offers some sweet rewards. Says Middlebury senior Madelyn Diaz: "The time I spent with students was most precious." For most of the Middlebury students, Clinton was a very foreign place, but they soon grew to appreciate the school. Says one intern: "What is interesting is the pride these kids have toward their school. Go to a basketball game and you'll see what I mean." Says Jamida Orange: "Respect is the name of the game."

COLLEGE AWARENESS: In April of 1989, two Middlebury representatives led a program for Clinton parents and students on financial aid and college admissions. Invited to the discussion were any students considering college, whether a local community college or a highly selective one. Jimmy Williams, one of Middlebury's associate directors of admissions, was joined by a Spanish-speaking alumnus who is a task force member.

During the 90-minute session, parents ask how they could afford colleges whose annual costs are greater than their income. "We have financial aid," Williams tells them. "Part of the aid is grant— that's free. The other part is loan and money that students earn from doing jobs on campus." Some of the students look dubious; perhaps they have learned that nothing is free.

Students inquire about housing, courses and job preparation. "How can I become a lawyer without taking pre-law courses?" asks Fanny, a Clinton junior.

This fall, members of Middlebury's admissions team will return to the Bronx to conduct workshops for Clinton juniors on how to write college application essays.

SPEAKERS SERIES: The schools tried to arrange monthly lectures for Middlebury faculty and alumni to speak to large groups of Clinton students at the high school. But scheduling these busy figures proved to be difficult. Dean of Students Karl Lindholm was the only speaker in 1989-1990; he spoke about Jackie Robinson and the desegregation of baseball to two groups of 120 students. A future approach will be to schedule inspirational alumni and faculty speakers and not

worry about big names.

SUMMER PROGRAMS: Sabin Streeter, who is co-chair of the New York Task Force and a Middlebury graduate, is financing summer internships for Clinton graduates so that they can pursue career-related experiences in a hospital, district attorney's office and a theater. Six Clinton graduates participated in the summer of their sophomore year in college (three attend Middlebury). Montefiore Hospital agreed to place three summer interns, and also established additional paid internships. The hospital will also offer a course designed to introduce Clinton seniors to the world of medicine by allowing them firsthand experience and observation in the emergency room. Sabin Streeter describes the process as "leveraging resources— this is what the Partnership is all about." He adds, "these kids deserve a chance."

"Leveraging resources— this is what the Partnership is all about."

Phyllis McCabe, director of DeWitt Clinton's Macy Honors Program, explains that pre-med minority students often are not as well prepared as their white classmates. "They play catch-up the entire time. When their wealthier classmates take bio-chem courses in the summer, our kids are forced to work at McDonald's to earn tuition money. They end up falling further behind." Wealthy kids can afford to do internships, but in the past, Clinton kids could not. "This is an incredible opportunity," she says.

"When their wealthier classmates take bio-chem courses in the summer, our kids are forced to work at McDonald's to earn tuition money. They end up falling further behind."

Michael Johnson, a Clinton graduate who interned at Montefiore Hospital, agrees. Says Michael: "I spent the day in the operating room. I didn't see blood or guts... I saw the beauty of medicine."

COMPUTER LINKAGE: Middlebury's Writing Center and DeWitt Clinton's English Department were linked by a computer network to allow students to share writing. Technical problems in the beginning limited exchanges between the two schools, but these problems appear to be resolved for the 1990-1991 school year.

ON-GOING COLLABORATIONS: Two initiatives in which Clinton students participate pre-date the Partnership. Two Clinton students attended Middlebury's summer science program for high school students of color the past two summers. In May of 1989, three Clinton juniors attended the New England Young Writers' Conference, hosted by Middlebury.

FUTURE PROGRAMS: The two schools are discussing setting up an interactive television network, similar to the system at Oklahoma State University described in Chapter 6, that would link students and faculty in New York and Middlebury. Other inner city and rural high schools will be invited to join this network. Professors will teach classes in various academic areas, and College admissions and financial aid officers will

lead workshops for parents and students. Middlebury will conduct a feasibility study this fall to determine costs and uses for the interactive television network.

In the 1990-1991 school year, Middlebury students will conduct seminars on the college experience, leading discussions with their Clinton counterparts in the Bronx. Middlebury faculty are preparing to teach seminars in the Bronx on writing and mathematics for Clinton staff and faculty from neighboring schools. And an alumnus and Task Force member, Ken Adams, will set up a mentor program between Clinton students and Middlebury graduates.

In the 1990-1991 school year, Middlebury students will conduct seminars on the college experience, leading discussions with their Clinton counterparts in the Bronx.

"The internship was the most valuable experience in my four years at Middlebury. It was good for Clinton, but it was far more valuable to the Middlebury interns."

— John Watson, Middlebury Senior

5. *Benefits:*

Someone Else's Shoes

The marriage of a rural college and an inner-city school in itself is an educational experience.

Middlebury senior Mike Lane comments on his Clinton internship: "Going from being a majority to a minority makes you reflect. What's it like to be in someone else's shoes? What would it feel like to be a black at Middlebury? I was more aware when I came back. DeWitt Clinton helped me develop tolerance. In the spring, after the Clinton internship, I went to an African American Alliance party. I never would have gone before."

"I became more aware of the dichotomy in society: You go into a fancy restaurant in New York and everyone's white, then you ride the subway and everyone's black," says Mike. "When we got together at night or in the late afternoon, we talked a lot about stereotyping, about homelessness, racism, politics, about social issues— about what we could do to make a difference."

"Confronting differences causes us to learn something we wouldn't have otherwise; this is the beauty of the Partnership," says Cecil Forster, co-chair of Middlebury's New York Diversity Task Force.

Personal growth experienced by students, teachers and the schools themselves is just one of the benefits emerging from the partnership.

For DeWitt Clinton, the Partnership has offered a much-needed boost in its comeback effort. "DeWitt Clinton was dying until 1983," says Principal David Fuchs. "The Partnership gives us a new lease on life. It reinforces the feeling that the new Clinton is here."

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"I became more aware of the dichotomy in society: You go into a fancy restaurant in New York and everyone's white, then you ride the subway and everyone's black."

Parents of junior high students are calling to get their children into DeWitt Clinton because they've heard of the college affiliation.

Changes at DeWitt Clinton are not going unnoticed. According to Associate Principal Lennie Wechsler, parents of junior high students are calling to get their children into DeWitt Clinton because they've heard of the college affiliation. The spread of enthusiasm in the community ultimately enhances the educational environment of Clinton by increasing parental and community participation.

There are significant changes in morale as well. According to Clinton teacher Vivian James, the faculty contact between DeWitt Clinton and Middlebury "rekindles our fires" and sparks discussion. As college opportunities open up for their students, Clinton teachers are focusing more on reading and writing in their classrooms, says Wechsler.

When James visited Middlebury in May of 1990 as a chaperone for 40 juniors, she and her colleagues "spent two hours at breakfast talking about what we can do to contribute. It gave us the stimulation and the chance to reflect." The teacher exchange "fosters faculty development," Clinton's Marlene Diaz says.

The Partnership has "enhanced on-campus vitality. It has made Middlebury a more interesting place."

Middlebury is also seeing benefits from the Partnership. The growing numbers of Clinton graduates and other students from diverse backgrounds on campus add to what Dean of Students Karl Lindholm calls "positive tension." The Partnership has "enhanced on-campus vitality," he says. "It has made Middlebury a more interesting place."

"It's made a difference in our recruiting," says James Thompson, a Middlebury admissions officer. "Throughout the metropolitan area, kids and counselors know about the Partnership; it's given us credibility." Says Sabin Streeter, New York Task Force co-chair: "A more diverse student body can turn Middlebury from a good school into a great school."

"I thought the inner-city school would be a depressing experience. It was not. The faculty were dedicated and enthusiastic; the students active and intelligent."

One major benefit of the partnership is its ability to change perceptions. The contact between Middlebury and DeWitt Clinton allows people at both schools to peek at worlds and cultures that before were only images on television to them.

Phyllis McCabe discusses the impact of contact with Middlebury on her students: "Minority males are often timid and scared about educational opportunities. This close interaction with white people helps to change their perceptions. It answers their questions about what's going on in a world that's very different from theirs."

The sheltered perceptions of those at Middlebury are often shaken to the core. Says Middlebury Professor Bob Prigo: "I thought the inner-city school would be a depressing experience. It was not. The faculty were dedicated and enthusiastic; the students active and intelligent."

Intern Jean Taitt, part of the African American minority at Middlebury, found herself in the majority at DeWitt Clinton, and wrestled with the ironies of minority/majority tensions. Says Taitt: "A teacher cannot view a class full of students of color as minorities and at the same time instill in them the self-reliance to succeed," she says. As a result, "the students constantly fluctuate between power and helplessness."

The need to change stereotypes and attitudes is expressed by Clinton teacher Sonja Johnson: "We need to reach the point where people aren't afraid of inner-city adolescents. These kids have bravado and that helps them survive. But that bravado scares the hell out of white folks."

"We need to reach the point where people aren't afraid of inner-city adolescents.These kids have bravado and that helps them survive. But that bravado scares the hell out of white folks."

"Each college or university should form a comprehensive partnership with one or more secondary schools."

— Ernest Boyer, *HIGH SCHOOL: A Report on Secondary Education in America*

6. Collaborations

Partnerships Need Ongoing TLC

The DeWitt Clinton-Middlebury Partnership fits into a growing trend. Educators are realizing that colleges and secondary schools must work together to improve the system as a whole. There is a long history of alliances between public schools and higher education. The Boston Compact, which links 24 colleges and universities to Boston public schools, started in 1975.

The real growth in partnerships, however, occurred in the 1980s. The American Association of Higher Education estimates that 70 percent of America's colleges and universities are involved in collaborative partnerships; some schools, such as Syracuse University, run as many as 20 programs at once.

Existing collaborations include such diverse projects as the College Board's Advanced Placement curriculum for high school students and more specific programs between a college and a group of high school students.

Depending on the needs and goals of the schools involved, the shape of the partnership can vary. Existing collaborations include such diverse projects as the College Board's Advanced Placement curriculum for high school students and more specific programs between a college and a group of high school students, such as Middlebury's summer program for young, minority science students.

Oklahoma State University's interactive television network is another successful link between high schools and a university. The network, similar to ones recently established in rural Vermont and Alabama, allows high school students in Oklahoma's sparsely populated panhandle to enroll in courses ranging from German to Applied Economics. OSU also developed several programs for high school and junior high students, including summer courses and special orientation programs.

According to Smith Holt, dean of the College of Arts and Sciences at OSU, these programs are designed— as are most student-focused partnerships— to "raise the students' expectations of and for themselves, to build their confidence" in the hope that they will continue their education. At the same time, university-sponsored events "dispel the notion that the campus is a hostile environment" and provide publicity for the university among younger students.

Some collaborations offer indirect aid to high school students by working with their teachers. The Academic Alliance movement, for instance, links teachers at local schools and colleges by discipline. The American Association of Higher Education's (AAHE) National Project in Support of Academic Alliances helps set up and nurture these partnerships.

The potential number of alliances is limitless because partnerships can focus on different things. Says AAHE's Paula Bagasao: "When school and college teachers meet together over time in an alliance, it is because that set of teachers have reached some common ground— be it issues, concerns, or goals. It can be anything... that's the beauty of the alliance concept."

Despite the proliferation of these partnerships, not all work.

John Goodlad, director of the Center for Educational Renewal at the University of Washington, says partnerships are "as difficult to fulfill and as easy to break" as a marriage contract. As in marriage, these academic partnerships require a common interest and a certain equality. Colleges and high schools must become full partners for a successful collaboration, reports the Carnegie Foundation. Says AAHE's Carol Stoel: "You can't 'do unto' and have it work."

"Hard work is the only way to deal with these differences," says Middlebury's Karl Lindholm. "Partnerships need ongoing TLC." Indeed, planning and support throughout the campus are components that have contributed to the success of the Clinton-Middlebury Partnership.

Money is another concern. With budgets tightening on college campuses, funding for these partnerships cannot come entirely from colleges and universities. Corporations and foundations will need to provide funding and become an integral third partner for the movement to flourish. The exact shape of the movement will be determined by who calls for help and who answers the call. Because colleges and high schools have so much to give to and learn from each other, they are a natural alliance.

Middlebury's Dean of Students Karl Lindholm speaks for many institutions: "If Middlebury is to survive in a competitive

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"Hard work is the only way to deal with these differences," says Middlebury's Karl Lindholm. "Partnerships need ongoing TLC."

Corporations and foundations will need to provide funding and become an integral third partner for the movement to flourish.

world, we can't be an all-white, upper-middle- class enclave." St. Lawrence University's Director of Admissions Peter Richardson agrees. "To make sure we have enough students in the 90s," he says, "we've got to beef up our foundation— the schools." The third partner, America's corporations and foundations, have a vested interest as well: the strength and prosperity of this nation depend on the quality of our schools.

"To make sure we have enough students in the 90s," he says, "we've got to beef up our foundation— the schools."

"We challenge education leaders to improve coordination and cooperation among all levels and systems."

— One Third of a Nation

7. Blueprint:

We Left Something Behind

The Clinton-Middlebury Partnership is exportable. Although many of the characteristics of the Partnership are unique to the Clinton-Middlebury relationship, the collaborative concepts will work for other high schools and colleges, with the help of corporations and foundations. We are sharing our story because we hope others will join us in the movement to strengthen the educational fabric of the nation through partnerships. Because of the media attention we receive, schools, colleges, and foundations have inquired about the Partnership. Below are some of the most commonly asked questions and our responses.

Do educational partners have to be separated by geographic and cultural distance? Although difference can enhance learning, it can also impede initial efforts to get the alliance off the ground. Proximity makes it easier for schools and colleges to get together. Middlebury and DeWitt Clinton have had to develop strategies to bring their students and faculty together: housing for student interns, computer linkage for writing programs, bus rides for campus visits, future interactive television linkage between campuses. In our case, the Task Forces have helped the College bridge the distances by creating a Middlebury community with a regional focus in cities across the Northeast. Though the Task Forces have been very successful for Middlebury, not every partnership must create similar groups; each situation requires different solutions.

Distance, as well as difference, increases risk; each encounter has a greater chance of failure, yet each success becomes a greater triumph.

Distance, as well as difference, increases risk; each encounter has a greater chance of failure, yet each success becomes a greater triumph.

What is the mission of the Partnership and how do you make certain it works? The Partnership has several goals, including:

- To encourage more students to finish high school and continue onto college, by introducing them to the advantages of a college education;
- To make sure high school students are prepared both academically and emotionally for a college education;
- To boost students' expectations for themselves and to strengthen their confidence in their abilities;
- To broaden the experience of Middlebury students, faculty and administrators and to work toward eliminating racial misunderstandings;
- To provide a forum for the sharing of ideas and expertise for faculty members at both schools;
- To further diversify college campuses with qualified students of color.

"I guess we left something behind with the teachers. We were a mirror for them; they wanted to know what we thought."

Early during her winter internship, one of the Middlebury students, exasperated by the trials of practice teaching, asked, "Why are we here?" Continuously asking and answering that question helps clarify the purpose of the Partnership. For example, it is easy for Middlebury to confuse the Partnership with recruitment. But although recruitment has been an outcome— indeed, ten Clinton graduates will be studying at Middlebury in the fall— it is not the purpose of the collaborative. Ultimately, we must keep questioning our success and measuring our performance in order to keep the goals clear and the path towards them straight.

The very nature of collaboration— different partners working for a common goal— encourages introspection. As Mike Lane, Middlebury intern, wrote when he left DeWitt Clinton: "I guess we left something behind with the teachers. We were a mirror for them; they wanted to know what we thought." We need to keep looking in the mirror, assessing mission and outcome.

Future funding will need to come from corporate and foundation sponsors.

How do you get started with a partnership? Although this partnership was initiated by Middlebury, high schools can take the first step. An important element in the beginning stage of the Clinton-Middlebury Partnership was Middlebury Day at DeWitt Clinton. This first step allows both partners to see if they can work together. If the experience fails, the partnership can end without a tremendous investment of time and money.

Who manages the collaboration? Early on, Principal David Fuchs filled the role of coordinator at DeWitt Clinton, and gradually Phyllis McCabe of the Macy Honors Program assumed these responsibilities. At Middlebury, this role is filled by Rick Dalton of the Admissions Office. The relationship between coordinators, who orchestrate various steps along the way, is essential to the collaboration's success. The chemistry between the school and college coordinators is fundamental: trust, honesty, and respect were part of this Partnership from the beginning. "We never quibbled about money or worried about motives," says Fuchs.

Colleges may have the expertise to help secondary schools, but they cannot accept the entire financial burden of a partnership.

Where does the money come from and what are the costs? Not including salary, the annual costs in 1990 were $21,000. Most of this money was provided by Middlebury College, with a small amount from DeWitt Clinton. Future funding will need to come from corporate and foundation sponsors. As the Partnership gains momentum, there is a tendency to want to do more, and each additional step is an additional cost.

Like myriad other colleges across the country, Middlebury has faced campus-wide budget cuts. Colleges may have the expertise to help secondary schools, but they cannot accept the entire financial burden of a partnership. Nor can the money come from public schools, which often lack funding for even basic supplies.

Foundations and corporations must join colleges and schools to achieve a workable solution. In this type of three-way partnerships, everyone wins.

Success for the movement depends upon the presence of a third party. Foundations and corporations must join colleges and schools to achieve a workable solution. In this type of three-way partnerships, everyone wins: schools benefit from the increased opportunities for their students, colleges have a larger and more qualified applicant pool, and corporations help to build a strong future work force.

Ironically, the federal government, which began the first wave of the current educational reform movement with its 1982 report *Nation at Risk*, has dropped the ball. Federal support for many educational programs— including student grants— has decreased in the last decade. The collaborative movement gives the federal government the opportunity to pick up the ball again.

The sharing of resources, talents and programs will allow us to share a dream.The challenge to share that dream is ours.

What next? There is no formula. The individual personality of every school, college, foundation and corporation is unique, and the ensuing relationships are the outcome of fusing those personalities and other variables. The sharing of resources, talents and programs will allow us to share a dream. The dream is that we graduate more students from our schools and empower the next generation with the human capital to be leaders in a multicultural world. The challenge to share that dream is ours.

Herbert F. Dalton, Jr.

After earning a B.A. in English from Colgate University in 1971, Rick Dalton taught English for three years at two independent high schools in the northeast. In 1974, he became Director of Admissions at South Kent School in Connecticut. Four years later, after earning his Master's from the Bread Loaf School of English, he moved to admissions work at the college level, first as an admissions counselor at Harvard College and then at Middlebury College. As an associate director of admissions at Middlebury, he helped develop two collaborative programs with high schools, the Faculty Speakers' Bureau and the New England Young Writers' Conference.

As a director of the National College Counseling Project, Dalton worked with high schools to produce a new model for college advising. He then applied the model as co-director of the Gulf County College Counseling Project in Florida.

He earned an Ed.M. in 1979 and an Ed.D. in 1988 from Harvard Graduate School of Education. Part of his doctoral work focused on recruiting Hispanics to selective colleges. He has been Director of Enrollment Planning at Middlebury since 1986, where he has concentrated on recruitment and retention programs for students of color. His latest project is the DeWitt Clinton-Middlebury Partnership.

Dalton serves on the advisory committee for the U.S. Department of Education's FIRST/FIPSE National Conference on Higher Education and the Schools, and has published numerous articles in educational journals and magazines. He recently co-authored a book entitled *The Student's Guide to Good Writing: Building Writing Skills for Success in College,* published by The College Board.

Rick is on the board of South Kent School and the Addison County Educational Endowment Fund. He coaches youth hockey and Little League baseball and lives with his wife and three children in Cornwall, Vermont.